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LEADING CHANGE

**CL616XL, Asbury Theological Seminary
ExL Spring, 2004**

Professor: Coral A. Gray

INTRODUCTION

“Change is inevitable.”

Welcome to CL616XL, Leading Change. Do you believe the opening statement? By asserting that change is inevitable, we are suggesting that nothing is static and that none of us should get too comfortable with things as they presently exist. The message for us, and the intent of this course, is to develop an understanding of how, when, and why change occurs. Emphasis will be given to the leader’s role as a catalyst, coach and/or counselor as we seek together to address the dynamics of first and second order change, transition, innovation, chaotic systems and conflict.

In this time of deep transition in our society and across the world, understanding the dynamics of change is crucial to our growth and effectiveness as Christian leaders. It is my desire, during our semester together, to help grow you into the best Christian leader that you can be.

WHAT WE CAN EXPECT FROM EACH OTHER

Teaching this course online is a new experience for me. I say that so that you will understand that we will be learning together.

As my comfort level increases, and as we, together, invest the time necessary to correct any kinks in the course, I am confident that it will become a positive experience for both of us. But before you start seeing a halo over my head, I can almost promise that before the semester is over you will see that I am human and I’m sure that I will discover the same thing about you. Having said that, let me assure you that I understand when things begin to pile up in life and time just seems to get away from you. If you should run into difficulties as we navigate our way into a deeper understanding of change, please communicate with me early so that we can find a way to deal with any problems.

POSTING ONLINE

When posting assignments and responses online it is important to pay attention to “how” your post will be read by others in the class. Remember that without the nuances of vocal intonations and body language, the reader may infer a different tone than you intended. Be thoughtful with each response and always provide high quality posts, whether those are insights you have gleaned or questions you put forth from your dealings with the material and your experiences. Please DO NOT post such messages as “I agree,” or “Good response,” etc... I am looking for thoughtful, reflective response that shows me you are dealing with the material. A portion of your grade will reflect the *quality* of your responses in our Discussion Center and Team Folders (if we use these).

Please **limit your Discussion Center postings and replies to 300 words**, unless otherwise noted in the Module instructions. Being concise is a must!

In an online classroom, each of us will bring our experiences to the table – and this can be a powerful learning tool! Remember this, Christ-like humility involves a teachable spirit. We are not here to just impart our wisdom upon one another, we are here to learn from one another. I plan to be the leader and facilitator of this process throughout the semester. It will be a fun ride!! ☺

WHERE TO FIND ME

Please read your assignments document carefully. It will guide you as to where you should post all course-related postings. Some of your assignments will intentionally be sent to a “team” folder, others will be posted to the “Office,” while the bulk will go to the Discussion Center. The Discussion Center will be our “classroom” where we can all “hear” and respond to the entire class posts, just as we could in an on-campus course. You may send any private correspondence to me through the “To Office” icon in our classroom. Please only send private correspondence to the Office that you don’t wish others to see. Any other conversations should be posted to the Discussion Center so that others will be able to see them and my response to them. I will encourage you to write to me from time to time by requesting that you post a response to the Office. So please don’t feel that it is an intrusion or bad thing to do. It helps me to keep tabs on how you are progressing through the course.

In case of an emergency, please send a message to the Office icon in our classroom and cc the message to my personal Asbury account, and mark the subject as URGENT! I will read this email immediately and respond as necessary. My home phone number is (859) 858-4729 and we are on Eastern Time.

I’m sure that on occasion I will need to be away from my desk and unavailable to be online. When that happens, I will let you know and I will also inform you when I will be back online so that you can plan better our conversation times. Why don’t you do the same for me? Please send a message to the Office telling us that you will be away for a time. That way we can pray for you too! Don’t be shy about asking me questions; others are probably as interested in the answers as you are. Please be aware of the limitations of trying to communicate through this medium and give others a chance to express themselves as well.

Leading Change is a three-hour course that meets for a total of fourteen weeks. This course requires 107 hours of student involvement. If you can set aside approximately 8 hours per week for course work, you should do just fine. The way to succeed in a class like this is to try to spend time online (in our classroom) at least everyday, or every other day.

COURSE PURPOSE

This course is designed to introduce the discipline of Change. Special attention will be given to understanding why change is not only inevitable (so are death and taxes!), but why change is necessary and how it can be initiated and guided in order to improve our organizations as well as ourselves. This course will also examine the obstacles to change and why opposition occurs.

If you are at all like me, you will especially appreciate understanding that “leading change” is not something which is limited to individuals of high position and power. Sometimes, change begins with the most unlikely people and for the most unpredictable reasons. But regardless of how it begins, bringing transformational change to an organization or group requires teamwork and strategy.

While much of our reading will come from secular sources, we will also spend time reflecting on scripture to help us develop a biblical and theological framework for discernment and to assure that our work for change is redemptive. After all, what was the reason for Jesus’ incarnation if not to bring – and to model – change?

LEARNING OBJECTIVES

The student will be able. . .

1. Articulate the common objectives provided in the leadership orientation tutorial:
 - Demonstrate an understanding of the four classic organizational frames and contingency leadership.
 - Recognize selected organizational change processes and how to resolve the inherent conflict that accompanies change.
 - Practice the basic disciplines for personal leadership development and demonstrate a comprehension of key strategies for developing other servant leaders.
 - Use biblical and theological criteria for evaluating leadership style and practice.
2. Create a biblical and theological framework for discernment and redemptive change.
3. Understand individual and organizational change dynamics.
4. Be able to identify and design change strategies for multiple types of organizations.
5. Identify a personal change agent model with the commensurate conflict resolution tools.

STUDENT EVALUATION

We have found that the easiest way to be consistent with all students with regards to grading is to set up a scoring rubric. The rubric for this class is as follows:

5 = Exceptional work: surpassing, markedly outstanding achievement of course objectives

Exceptional work is constituted by such things as: substantive reflection that reveals engagement with the “big ideas” of scripture and/or the “big ideas” represented in the existing body of knowledge from the social sciences in a particular area of study and represented via assigned texts and presentations; thorough and penetrating personal insights gained from a sustained consideration of one’s experience through; and excellence in grammatical, stylistic and communicative aspects of writing.

4 = Good work: strong, significant achievement of course objectives

Good work is constituted by: solid reflection on the assigned readings and presentations in response to the given questions for a particular unit; the capacity to utilize classroom discussions and readings to understand and critically engage one’s own story; accurate ability to name specific ministry implications from one’s processing of information; and carefulness in grammatical, stylistic and communicative aspects of writing.

3 = Acceptable work: basic, essential achievement of course objectives

Acceptable work is constituted by: obvious acquaintance with the assigned readings and classroom discussions at a level that allows for reflection and thought in response to the questions posed for a particular unit, references to one’s own story at a level that makes application of truth and would interest another individual in the insights being expounded; capacity to communicate grammatically and stylistically without detracting from the presentation.

2 = Marginal work: minimal or inadequate achievement of course objectives

Cursory rendering of the assignment that fail to represent the instructor’s intent; a flat restatement of the instructor’s work void of any personal appropriation of the material; grammatical or stylistic errors that frustrate the reader and detract from the thought of the paper; or other failures to fulfill reasonable expectations flowing from a seminary course of this nature.

1 = Unacceptable work: failure to achieve course objectives

Unacceptable work is usually willful, unexplained, or inexcusable lack of fulfillment of class assignments

COURSE REQUIREMENTS

- ◆ Participate in online discussions regularly, complete assignments and exercises as requested in the particular Module by the due date for each assignment.
- ◆ Prepare 4 critical book reviews.
- ◆ Interview a church or para-church organization.
- ◆ Develop a Case Study.
- ◆ Mid-term Exam.

I have found that students prefer assignments to be due on the weekend instead of being spread throughout the week. For this reason, all assignments will be due on a Sunday, unless otherwise noted.

Hopefully, this gives you freedom to work throughout the week on assignments and provides ample time to fulfill dialogue requirements during the week. Be sure to plan your time accordingly.

****Students should submit written materials on time; late papers will receive no written comments and the grade will be penalized one-third of a letter grade per day.****

REQUIRED READING:

- Deep Change: Discovering the Leader Within* by Robert E. Quinn (San Francisco: Jossey-Bass Publishers, 1996), 236 pages.
- Diffusion of Innovations*, 5th ed. by Everett M. Rogers (New York: The Free Press, 2003), 512 pages.
- Leading Change* by John P. Kotter (Boston: Harvard Business School Press, 1996), 187 pages.
- Leading Congregational Change* by Jim Herrington, et al. (San Francisco: Jossey-Bass Publishers, 2000), 240 pages.
- Managing Transitions: Making the Most of Change*, 2nd ed. by William Bridges (New York: Perseus Publishing, 2003), 144 pages.
- Tempered Radicals: How Everyday Leaders Inspire Change at Work* by Debra E. Meyerson (Boston: Harvard Business School Press, 2003), 256 pages.

Suggested Resources:

- Beleagued Rulers: The Public Obligation of the Professional* by William F. May (Louisville: Westminster John Knox Press, 2001), 286 pages.
- Change the World* by Robert E. Quinn (San Francisco: Jossey-Bass Publishers, 2000), 272 pages.
- Creating the Innovation Culture* by Frances Horibe (NY: John Wiley and Sons, 2001), 253 pages.
- Execution: The Discipline of Getting Things Done* by Larry Bossidy and Ram Charan (New York: Crown Business, 2002), 278 pages.
- How to Change Your Church (Without Killing It)* by Jim Mellado, et al. (Waco, TX: Word Publishing, 2000) 200 pages.
- How Your Church Family Works* by Peter L. Steinke (Chicago: Alban Institute, 1993), 128 pages. [Adaptation of Bowen Friedman]
- Leading for Innovation and Organizing for Results* ed. by Frances Hesselbein et al. (San Francisco: Jossey-Bass Publishers, 2002), 300 pages.
- Managing Corporate Lifecycles*, Rev'd. Ed. by Ichak Adizes (NY: Prentice Hall Press, 1999), 460 pages.
- Mastering Self Leadership* by Charles Manz and Christopher Neck (New York: Prentice Hall, 2004), 176 pages.
- Strategies for Change* by Lyle Schaller (Nashville: Abingdon, 1993), 128 pages.
- The Heart of Change* by John P. Kotter and Dan S. Cohen (Boston: Harvard Business School Press, 2002), 190 pages.
- The Leader's Journey* by Jim Herrington, et al. (San Francisco: Jossey-Bass Publishers, 2003), 193 pages.
- The Web of Women's Leadership* by Susan Wilhauck, et al. (Nashville: Abingdon Publishing, 2001), 174 pages.
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COURSE SCHEDULE – subject to change, details will be in each Module folder.

February 2 - February 15

MODULE ONE

Perspectives on Change and Change Agency

- ◆ Create your resume in FirstClass (if you have not already) and send a personal greeting to our **Discussion Center by Wednesday, February 4**. Tell our class what leadership role you have in your current ministry. Then reply to at least two of your classmate's greetings in the Discussion Center. This will let us all meet one another and will let me know you are on board with the class.
- ◆ Prepare a reflection paper on a personal experience with change. Was it a positive or negative experience? Why? What factors can you identify that help to explain why the change occurred? **Due: Wednesday, February 4, Midnight Eastern time (ET).**
- ◆ Develop your own definition of Change and post in the Discussion Center by **Sunday, February 8**. Reply to two of your classmate's definitions.
- ◆ Identify the key factors associated with the Change process and post in the Discussion Center and in the Office by **Sunday, February 15**. Reply to two of your classmate's posts.

February 15 – February 29

MODULE TWO

Introduction to Innovation

- ◆ Prepare a three-page review of *Diffusion of Innovation*. Look at Dr. Green's paper in the Resource Center (in our classroom) entitled, "How To Write A Book Review". This will be your guideline for this assignment. Post this to the Office. **Due: Sunday, February 15, Midnight (ET).**
- ◆ Identify the assumptions that undergird the study of Change and Innovation. Post these in the Discussion Center by **Sunday, February 22**. Reply to two of your classmate's posts discussing the similarities and differences found in these assumptions. Dig deep here. Post any questions that arise out of this study, try to discern the theological and philosophical aspects of "Change".
- ◆ By **Sunday, February 29**, send a note to my Office and let me know how you are doing in this class. Tell me if you are having problems understanding my directions or if I could do something different to make your experience better.

February 29 – March 14

MODULE THREE **Change Adoption Strategies**

- ◆ Develop a paper that critically analyzes the change and innovation dynamics at work in the Global World Mission Ministries case study. Post this to the Office. **Due: Sunday, March 7, Midnight (ET).**

- ◆ Identify your own Change Agency style and share its implications for ministry. Post this to the Discussion Center and reply to at least two of your classmates. **Due: Sunday, March 14, Midnight (ET).**
- ◆ Midterm Exam

March 14 – March 28

MODULE FOUR

Emotional Dynamics and Transitions

- ◆ Describe the major concerns developed in *Managing Transitions* and posit a solution. Post this to the Office. **Due: Sunday, March 21, Midnight (ET).**
- ◆ Identify the Change principles from Nehemiah and relate these to a New Testament Christian leader other than Paul. . Post this to the Office. **Due: Sunday, March 28, Midnight (ET).**

March 28 – April 11

MODULE FIVE

Corporate Change Strategies

- ◆ Develop a critical interaction that encapsulates the major themes from *Leading Change*. Post this to the Office. **Due: Sunday, March 28, Midnight (ET).**
- ◆ Compare and Contrast the themes from *Leading Change* and the life of the Apostle Paul. Post this to the Office. **Due: Sunday, April 4, Midnight (ET).**
- ◆ Interview a Church or Para-church organization with a recent change initiative. Post this to the Discussion Center. **Due: Sunday, April 11, Midnight (ET).**
- ◆ Develop a profile of an effective Change Agent. Post this to the Discussion Center. **Due: Sunday, April 11, Midnight (ET).**

April 11 – May 2

MODULE SIX

Personal Change

- ◆ Prepare a critical interaction paper with the *Deep Change* text. . Post this to the Office. **Due: Sunday, April 18, Midnight (ET).**
- ◆ Develop a case study that details of outcomes that should be expected from a successful change process. Post this to the Office. **Due: Sunday, April 25, Midnight (ET).**
- ◆ Develop a theology of change based on the life of the Apostle Paul. Post this to the Discussion Center. **Due: Sunday, May 2, Midnight (ET).**

➤ All written materials that need to be mailed via U.S. Postal Service in relation to this course, must be **post marked no later than midnight May 2.** (But as much as possible try and send me the information electronically.)

Needful Things

The primary components of our classroom consist of a Discussion Center (where a majority of class work will be done), a Course Center (where all of your course materials will be placed), a Team folder (where you will do team work, if the class is large enough), and an Office (where you will send private correspondence to me, not course related questions or posts).

Additionally, you will find an Archive and Resource Center. I will move our threaded discussions from the Discussion Center into the Archive Center on a regular basis. You may continue to access those posts there, but will not be able to modify them in any way.

Most of our work will take place in the Discussion Center. Be sure to digest the information in each Module fully before you begin working on specific assignments. If you don't understand the information or instruction you receive, e-mail me in the Discussion Center. Any question you might have probably has troubled someone else, so don't hesitate to seek clarification. Also, develop the habit of checking the various Centers on a regular basis throughout the week.

More Needful Things

At the beginning of each Module, I will direct you to the devotional thought or prayer. You should get into the habit of opening each Module with a prayer of your own. Also, take time to share with us your prayer requests and updates in our **Prayer Room**. I also want to encourage you to participate in the Wilmore campus chapels that you can access through the Asbury Seminary [website](#).

Every effort should be made to stay within the time frame established in each Module. This will help both of us maximize the course experience and ensure that you are not graded down for late work. I will also "open" two Modules at a time for those of you who may want to work ahead. This means that I will open Modules 1 and 2 at the beginning of the course. When the time expires for Module 1, I will open Module 3 so Modules 2 and 3 will be open at the same time and so on.

Don't forget, this is not an independent study. It is important that you keep pace and not fall behind. I will be asking you to share at various times with others in the class. They are depending on you so look ahead and plan wisely. Let me know if you start running into timing difficulties.

Even More Needful Things

A final thought, from time to time you might run into some difficulties of a technical nature. Should that happen, contact ExL Support at Exl_support@asburyseminary.edu.

For problems related to this course contact Kevin Osborn at ExL_Director@asburyseminary.edu

For library assistance contact Hannah_Kirsh@asburyseminary.edu. She is the research librarian and will be the place to begin your preparation for any research paper.

Thank you for choosing this course. You might want to print out a hard copy of this syllabus and the instructions given within each module. Calendar the due dates and look at them often.